



TENNESSEE DEPARTMENT OF

EDUCATION
FIRST TO THE TOP

Public Management and Administration

Primary Career Cluster:	Government and Public Administration
Consultant:	Amy Howell, (615) 532-2839, Amy.F.Howell@tn.gov
Course Code(s):	6129
Prerequisite(s):	<i>Principles of Public Service</i> (6127)
Credit:	1
Grade Level:	10-11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.
Programs of Study and Sequence:	This is the second course in the <i>Public Management and Administration</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	132, 423, 590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml

Course Description

Public Management and Administration is the second course in the *Public Management and Administration* program of study. This course covers basic organization and management principles of public and nonprofit organizations, including standard policies and procedures, emerging trends, community planning, and funding and budgeting. Throughout the course, students will continue to explore career options in public management and administration, while gaining a deeper understanding

of the government roles and responsibilities to its citizens. Upon completion of this course, proficient students will be able to articulate roles and responsibilities of individuals involved in government operations. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the second course in the *Public Management and Administration* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Government & Public Administration website at

<http://www.tn.gov/education/cte/GovernmentPublicAdministration.shtml>.

Course Standards

Careers in Public Management and Administration

- 1) Explore and compare local and regional career opportunities in public management and administration. Drawing evidence from multiple sources, such as the U.S. Bureau of Labor Statistics, evaluate labor data to describe the projected need for one or more careers in a public management or administration-related field. Detail in a written or visual representation the knowledge, skills, and abilities necessary for a diverse range of careers in public management and administration. (TN Reading 1; TN Writing 4, 8, 9)
- 2) Gather and compare information from a variety of authoritative sources to synthesize a list of common government and non-profit organization ethics and policies. In an informative narrative, explore the philosophical, social, and moral issues associated with the establishment of ethical standards of practice and legal policies specific to employment within public service, government agencies, and non-profit organizations. (TN Reading 2, 5, 6; TN Writing 2, 4, 8, 9)
- 3) Assess the importance of interpersonal skills for successful professional relationships in public management and administration. Create a checklist of effective oral and written communication skills needed for professional competency in government and public service-oriented careers. (TN Reading 2, 6; TN Writing 4, 9)

Organization and Management

- 4) Research historical and current trends in government organization and management. Summarize recent changes in government structure and policies, and compose an informative essay citing evidence to support an analysis of the positive and negative effects of these changes. Include an exploration of any unintended consequences of the changes. (TN Reading 1, 2, 8; TN Writing 2, 4, 7, 9)
- 5) Consult informational texts, such as *The CIA World Fact Book*, to assess the implications of a variety of geopolitical conditions on government organization, management, and administration, including geographical location, economic significance of specific regions (natural resources, industries, etc.), and population demographics. (TN Reading 2, 5, 7; TN Writing 4, 9)

- 6) Identify the roles and contributions of government in meeting the needs of a diverse society. Using both print and electronic resources, examine scholarly analyses (such as public policy review journals and case studies) and popular media to evaluate the positive and negative effects of government policies on certain populations based on their geographic location, culture, or religious affiliation. For example, evaluate how interpretation of the Free Exercise Clause of the First Amendment affects religious expression. (TN Reading 2, 7, 9; TN Writing 2, 4, 8, 9)

Nonprofit Organizations

- 7) Define nonprofit organization and use a variety of resources, such as the *IRS Guide to Tax Information for Charities and Other Non-Profits*, to compose a checklist of fundamental requirements for legal classification of non-profit status. (TN Reading 2, 4; TN CSS Writing 4)
- 8) Research the evolution of nonprofit organizations in the United States, examining theories related to the nonprofit sector's role in the provision of public services. Select three nonprofit organizations (local, state, national, or international), examine their mission statements, and discuss how their services seek to fill specific societal or economic needs. (TN Reading 1, 2, 6, 8; TN Writing 4, 7, 9)
- 9) Compare and contrast common roles and services of nonprofit organizations and government agencies. Identify social, political, and economic trends that affect nonprofit organization objectives and functions. (TN Reading 2, 5; TN Writing 4)
- 10) Summarize the organizational elements and policies specific to nonprofit entities, including tax exemptions and incentives, transparency and accountability, and risk management. (TN Reading 2, 4; TN Writing 4, 9)

Procedures, Policies, and Trends

- 11) With the aid of public documents, textbooks, or government websites, create a chart that compares the legislative and electoral processes of city, county, and state governments. Identify the roles of public agencies in supporting elected officials to meet goals and objectives, and in endorsing approved legislation. (TN Reading 2, 7, 9; TN Writing 4, 8, 9)
- 12) Discuss the importance of strategic planning for government and public agencies. Summarize procedural and organizational policies specific to government and public agencies, including fiscal regulation, accountability, risk management, and personnel management. (TN Reading 2, 4; TN Writing 4, 9)
- 13) Compare two simple (25 or fewer pages) strategic plans (or executive summaries of strategic plans) from local government agencies or non-profit organizations (for example, the *Downtown Memphis Strategic Plan* and the *Tennessee Technology Center at Memphis Strategic Plan*) and identify the common elements (such as mission statement, goals, objectives, strategies, performance measures, timeline) found in each. Use the identified elements as a template to create a strategic plan for a school organization. (TN Reading 1, 5, 9; TN Writing 2, 4, 7, 9)
- 14) Identify social, political, and economic trends that affect government and public agency organization objectives and functions. Research and generate connections between media

exposure of political issues or events and the subsequent impact on individuals, political parties, interest groups, and government officials and employees. (TN Reading 1, 5, 6, 8; TN Writing 4, 7, 9)

Fiscal Management

- 15) Using print and digital media coverage of current events, summarize contemporary legal, ethical, and technological issues in the fiscal management of public and nonprofit agencies and government entities. (TN Reading 2, 9; TN Writing 4)
- 16) Investigate resources for the funding of public and nonprofit agencies and government entities and compose a list of common government and private financial sources (such as foundations, institutions, and public grant-making entities). (TN Reading 2; TN Writing 4, 7, 9)
- 17) Analyze strategies and systems used to monitor and control financial resources. Compare and contrast accounting procedures and budgeting systems used in public and non-profit agencies and government entities. Examine regulations associated with accounting procedures and identify established standards and requirements. (TN Reading 1, 3, 5, 7; TN Writing 4, 9)
- 18) Identify procurement procedures common to public and nonprofit agencies and government entities, including public disclosure of required information, preparation and dissemination of documentation as required by law or policy, and contract creation, monitoring, and fulfillment. (TN Reading 2, 4, 9)

Community Planning

- 19) Define community planning and conduct a short research project on its historical development in the United States. Using community planning case studies publicly available from government agency websites such as fhwa.dot.gov, fema.gov, faa.gov, and epa.gov, examine the modern roles of public agencies in planning for transportation, emergency services, and public protection. (TN Reading 1, 8; TN Writing 4, 7, 9)
- 20) Drawing on examples (found in plans or minutes of meetings) retrieved from public agency websites, nonprofit documents, or campaign literature related to community initiatives, summarize the elements commonly found in a comprehensive community plan. Create an outline that illustrates the basic steps of the community planning process. (TN Reading 2, 7; TN Writing 4, 7, 9)
- 21) Compare and contrast types of data (demographics, tax base, etc.) used in community planning. Develop guidelines for accurate data collection and objective data interpretation for the evaluation and response to current and future public needs of a target community. (TN Reading 2, 4, 5; TN Writing 4, 7, 9)
- 22) Identify common barriers in community planning processes including environmental, legal, political, and fiscal issues. Research a selected target community to identify specific community planning barriers and compose an action plan (including goals, action steps, and methods of evaluation) for addressing those barriers, justifying selected actions with claim(s) and

counterclaim(s) and sound reasoning. Review action plan with peers and strengthen plan with revisions based on feedback. (TN Reading 2, 8; TN Writing 1, 4, 5, 6, 7)

- 23) Investigate the application of specialized technologies in public planning in the local area. Examples might include the use of geographic information systems (GIS) by appraisal districts, smart meters used by public utilities, automated emergency announcements, and streamed video of live meetings. (TN Reading 2, 4; TN Writing 7)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.